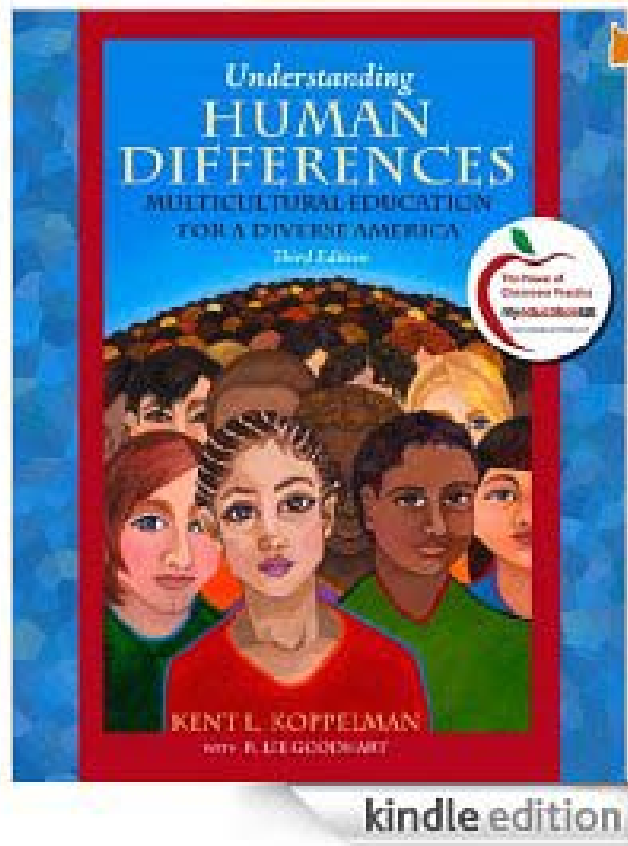


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## **RACE, CLASS, AND GENDER IN EDUCATION**

SPRING 2013 - January 14 - May 10

Juanita M. Cleaver Simmons, Ph.D. - Instructor - 201A Bldg. 1

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University of North Texas at Dallas  
 SPRING 2013  
 SYLLABUS

<b>EDAD 5600 Race, Class, and Gender in Education</b>			<b>3Hrs.</b>
Department of Teacher Education and Administration	Class # 035080	Sec. # 090	Division of Education and Human Services
<b>Bldg. 1, Room #248 – Monday, January 14 – Monday, May 10, 2013</b>			<b>5:30 PM – 8:20 PM</b>
Instructor Name:	Juanita M. Simmons		
Office Location:	201A Building 1		
Office Phone:	972-338-1331		
Email Address:	<a href="mailto:Juanita.simmons@unt.edu">Juanita.simmons@unt.edu</a>		
Office Hours:	Monday – 12:00 – 5:00; Wednesday – 12:00 – 5:00		
Virtual Office Hours:	By appointment		
Classroom Location:	248 Bldg. 1		
Class Meeting Days & Times:	<b>Monday – Section 090, 5:30 PM – 8:20 PM</b>		
Course Catalog Description:	Race, class, and gender equities exist throughout educational systems. Students critically examine issues related to providing leadership for a diverse student population. Students learn what it means to be a culturally responsive leader, and review research and debunk stereotypes and negative views. Students begin to recognize all learners as capable, motivated, resilient, and able to build on cultural strengths. Strategies for school change are also explored.		
Prerequisites:	Completion of EDAD 5300, 5330, 5390 and 5400		
Co-requisites:	Students will also master the Competency 2 of Domain I of the Texas Examination for Educator Standards (TExES). Students will receive a copy of Domains I, II, and III to assist them in preparing for the TExES.		
<b>Required Text:</b>	<p>Jackson, Y. (2011). <i>The pedagogy of confidence: Inspiring high intellectual performance in urban schools</i>. NY: Teachers College Press.</p> <p>Koppelman, K. (2011). <i>Understanding human differences: Multicultural education for a diverse America</i> (3rd Edition). Boston: Allyn and Bacon.</p>		
Recommended Text and References:	<ul style="list-style-type: none"> <li>• Landsman, J. (2001). <i>A white teacher talks about race</i>. Maryland: Scarecrow Press, Inc.</li> </ul> <p>Other recommended readings and articles provided by instructor and/or by approved student recommendations (as per specific assignments).</p>		
Access to Learning Resources:	<p>UNT Dallas Library: Phone: (972) 780-3625;          web: <a href="http://www.unt.edu/unt-dallas/library.htm">http://www.unt.edu/unt-dallas/library.htm</a>          UNT Dallas Bookstore: e-mail: 1012mgr@fhcg.follett.com          Phone: (972) 780-3652</p>		
	The goal of this course is to greatly enhance the cultural sensitivity of students as it relates to		

	issues in education as the course contents are researched, and examined.
1	<ul style="list-style-type: none"> <li>• Demonstrate the skill to communicate effectively with students, faculty and staff, parents, and business and community leaders regardless of race, class, gender, and background.</li> </ul>
2	<ul style="list-style-type: none"> <li>• Understand how race, class, gender, and cultural backgrounds influence student behavior and teacher discernment.</li> </ul>
3	<ul style="list-style-type: none"> <li>• Identify how gender relates to educational inequities that affect female and male students.</li> </ul>
4	<ul style="list-style-type: none"> <li>• Have high expectations of all students regardless as to the uniqueness of their culture, race, gender, class, or background.</li> </ul>
5	<ul style="list-style-type: none"> <li>• Visit communities and school buildings in order to become familiar with diverse environments</li> </ul>
6	<ul style="list-style-type: none"> <li>• Use the knowledge and experience gained in this class to assist with passing the Texas Examinations of Educator Standards (TExES), specifically Domain I, Competency 002.</li> </ul>
	Interstate School Leaders Licensure Consortium (ISLLC) Domain I – School & Community Leadership (Approx. 33% of Test Framework of Principal)
	Competency 002 The principal knows how to communicate and collaborate with all members of the school community, respond to diverse interests and needs, and mobilize resources to promote student success.  The principal knows how to: <ul style="list-style-type: none"> <li>• Communicate effectively with families and other community members in varied educational contexts.</li> <li>• Apply skills for building consensus and managing conflict.</li> <li>• Implement effective strategies for systematically communicating with and gathering input from all campus stakeholders.</li> <li>• Develop and implement strategies for effective internal and external communications.</li> <li>• Develop and implement a comprehensive program of community relations that effectively involves and informs multiple constituencies, including the media</li> <li>• Provide varied and meaningful opportunities for parents/caregivers to be engaged in the education of their children</li> <li>• Establish partnerships with parents/caregivers, businesses, and others in the community to strengthen programs and support campus goals</li> <li>• Communicate and work effectively with diverse groups in the school community to ensure that all students have an equal opportunity for educational success.</li> <li>• Respond to pertinent political, social, and economic issues in the internal and external environment.</li> </ul>

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

1. ***Written Report of Community/School Visit and School Data***
2. ***Oral Report of Community/School Visit and School Data***
3. ***Assignments – Weekly and Online***
4. ***Book Review***
5. ***Reflection Journal***
6. ***Review of Peer-Reviewed Journal Article***
7. ***Overall Class & Group Participation***

**Course Requirements and Information:**

### Instructional Methods:

This class will be conducted utilizing lecture (instructor and/or guest lecturer in face-to-face AND electronic presentations), online discussions and activities (See Appendix for scheduled dates), small and large group discussions, and individual presentations within group settings (both using *PowerPoint Presentations and other media forms*).

### Attendance:

The University attendance policy is in effect for this course. **Class attendance and participation are expected because the class is designed as a shared learning experience and because essential information not in the textbook will be discussed in class.** The dynamic and intensive nature of this course makes it difficult for students to make-up or to receive credit for missed classes. Attendance and participation in all class meetings are essential to the integration of course material and the ability to demonstrate proficiency. **Students are responsible for notifying the instructor if they are missing class and if the absence is job related. Students are also responsible to make up any work covered in class. It is recommended that students coordinate with a student colleague to obtain a copy of the class notes, if they are absent. Group members must be present for the full time that a group report is being presented.**

**Class Participation:** Active class participation and demonstrating clarity, depth, interest and proficiency in class discussions are important in accomplishing the goals of this course. Participation in class discussions is expected and encouraged in order for the instructor to determine the level of proficiency. Students are reminded to be cognizant of others as they make contributions to discussions and activities. This includes appropriate wording of ideas, the balancing of time and sharing of leadership positions, etc.

### Presentations:

Each student will be graded individually based on:

- Clarity, depth, interest, and proficiency
- Level of innovation and creativity when contributing to group presentations
- Ability to encourage class involvement
- The involvement of experiences during community/school campus visits

### Chapter Presentations:

*Understanding Human Differences: Multicultural Education for a Diverse America*

- Present to the instructor and class your PowerPoint presentation and the chapter report of no more than four pages for each. Use APA format.
- Present the PowerPoint presentation (with illustrations) and chapter references.
- E-mail the PowerPoint presentation (only) to the **instructor and class members** at least 24 hours prior to the presentation, and/or hand out in class.

*The pedagogy of confidence: Inspiring high intellectual performance in urban schools*

- Present to the instructor and class your PowerPoint presentation and the chapter report of no more than four pages for each. Use APA format.
- Present the PowerPoint presentation (with illustrations) and chapter references.

- E-mail the PowerPoint presentation (only) to the **instructor and class members** at least 24 hours prior to the presentation, and/or hand out in class.

### **Outside Readings (Peer Reviewed Journal Articles):**

- Students will be assigned to select an article or information from another source related to the chapters in the assigned text for the course.
- E-mail the article to the **instructor and class members** at least 24 hours prior to the assignment date. Should you have access to a copier, you MAY choose to bring hand outs of YOUR article to share with your classmates. You will be expected to do a 5-7 minute review of the article in small group sharing discussions during class and/or during an assigned Blackboard Discussion.

### **Book Review:**

#### *A White Teacher Talks About Race*

- Present to the instructor and class your group's PowerPoint presentation and no more than a three page report on the assigned character (outline format).
  - Present the PowerPoint presentation (with illustrations) without exceeding the allotted time, focusing on the questions to be answered.
1. E-mail the PowerPoint presentation (only) to the class members at least 24 hours prior to the presentation, and/or hand out in class.

The following questions are to be thoroughly addressed.

2. How does Julie Landsman's background compare or not compare to the background of members of your group?
3. Do you consider her relationship with her students to be similar to those of the members of your group with your students? Explain
4. Explain how her students are similar or not similar to the students of your group members?
5. Define her expectations of and for her students.
6. How does the community discussed compare to the communities of the children taught by members of your group?
7. From the chapters assigned to your group, what did you decide to be her reason for teaching at that school?

### **Community/School Building Visits and Purpose:**

- Students in each group are assigned to go with a colleague(s) to his/her school building and to the surrounding community to observe the situations and activities listed below. PowerPoint illustrations (pictures) are appropriate for the 15-20 minute shared presentation. Be prepared to participate in a verbal discussion with your visiting colleague to answer questions from your classmates.
- Use this format to submit your responses: The purpose of the Community/School Building Visits is to see if "Americans live in the most racially, ethnically, and socially diverse country on earth. Yet often we live, work and play as if our own social, gender, or religious group is the only one about which we need be concerned" (Koppelman, 2005).
- Your assignment is to go with your colleague(s) to his/her school community and school building.

Observe and comment on the following:

1. Neighborhood and Community:

- Are the lawns and streets of homes kept the same in the neighborhoods surrounding the schools? Explain
- Are the restaurants, supermarkets, and retail stores the same as the ones surrounding your school? Explain
- Does the neighborhood appear safe for children to walk to and from school?

2. School Campus and Building (In the event your school is not in session, complete the Internal and External Review):

**Internal Review:**

- Are the teachers required to maintain a professional dress code while on campus?
- Are the students in uniform? If so, is the dress code being followed by the majority of the students?
- Are the students allowed to wear shorts?
- Are the halls clear and learning seemingly taking place in each classroom? Explain
- What kind of a reception did you receive at your colleague's school? Explain

**External Review:**

- Is the lawn well kept? Explain
- Is the building attractive on the outside? Explain
- Is the building clean and attractive on the inside? Explain

3. Data Review of Your School Campus and Community:

Visit the State Accountability website and the Report Card to answer the following questions about your school and community –

- What are the demographics of the school's student population?
- What are the demographics of the school's faculty?
- What is the educational level, and years of experience for the school's faculty?
- What is the average literacy level of the school's community?
- What are the specifics about the employment and status of households surrounding the school?
- How does this school compare to other schools (in the State) of its equivalence?

**Reflective Journal Entry:** All students will complete a brief journal entry that reveals their reflections, thoughts, and ideas about the assigned readings, and the implications that the readings have on their current and/or future practices. The instructor will provide a Journal Entry form via a Word Document (electronic copy) and hard copies. Students are expected to date the entry notes, and to state the reference of the discussion (i.e. specific chapters, etc.). Students who consent to the Instructor's use of their journal entries for research purposes are asked to submit their journals electronically. All journal entries approved for research purposes All students are asked to bring this to the next class.

**Written Report of Community/School Visit and School Data:**

As a final exam and demonstration of knowledge and dispositions gained of all concepts and objectives from the class, each student will write a 5-6 page Reflection paper summarizing the findings from the Community/School Visit and Data Project. Your Reflections should include a discussion that connects your project's findings with your assigned readings, class discussions, lectures, and practical experiences.

This discussion should intersect with the course theme - “Americans live in the most racially, ethnically, and socially diverse country on earth. Yet often we live, work and play as if our own social, gender, or religious group is the only one about which we need be concerned” (Koppelman 2005). **REFLECTION RUBRIC ATTACHED!**

Grades:

The awarding of grades is not automatic and the judgment of the instructor will determine whether or not each assignment is completed satisfactorily. To receive an “A” in this course a student must meet or exceed all requirements for the course. Neatness, thoroughness, and care in preparing course materials are required. All required assignments must be submitted when requested. In no case should students submit materials for credit in this course that have been submitted for another course. Late assignments are NOT eligible for a grade of “A”.

Grading Matrix	Point Value
▪ Class Participation and Online Activities	50
▪ Reflection Journal	100
▪ Presentation of Chapters in Texts	50
▪ Blackboard Chapter Assignments (10 x 10 pts ea.)	100
▪ Peer-Reviewed Article Review	50
▪ Book Reviews Presentation	100
▪ Individual Community/School Campus Visits Presentation	100
▪ Individual Community/School Campus Visits Written Review	200

Grade Determination: A = 90% or better; B = 80 – 89%; C = 70 – 79%; D = 60 – 69%; F = 59 or less 60%

**PROPOSED Course Outline:**

This schedule is subject to change by the instructor. Any changes to this schedule will be communicated in class and/or UNT-Dallas via e-mail and course Blackboard.

TOPICS AND ASSIGNMENTS	TIMELINE	TEACHING MODE
<p>Orientation: Review of Syllabus and Assignments–  <b>Assignment: PRIOR TO THE NEXT CLASS MEETING</b>, you are assigned to read the following:</p> <ol style="list-style-type: none"> <li>1. Chapters 1 &amp; 2 of Koppelman (2011);</li> <li>2. McIntosh article (hard copy and/or electronic copies provided by instructor);</li> <li>3. Chapters 1, 2, &amp; 3 of Jackson (2011); and,</li> <li>4. <b>Write your reading reflection notes on the Reflection Journal Sheets provided!</b> (See syllabus for details.) Bring to next class.</li> </ol> <p><i>Note:</i> You are advised to begin reading for the book review! Group assignments will be given. <b>The Book Reviews are presented on February 25<sup>th</sup>.</b></p>	<b>Monday, Jan. 14</b>	<b>Face-to-Face</b>
<b>NO CLASS</b>	<b>Monday, Jan. 21</b>	<b>Dr. King Day</b>
<p>Lecture Presentation: <i>Race &amp; Class in Public Schools</i>;            Group Activity: Race and poverty (see McIntosh article), Culture and Motivation (see Jackson, Chapter 3);            Group discussions/presentations on assigned chapter readings;</p>	<b>Monday, Jan. 28</b>	<b>Face-to-Face Journal Entries Due!</b>

<p>Teams plan for Community/School visits; Assign groups for Book Review. <b>Assignment:</b> <u>PRIOR TO THE NEXT CLASS MEETING</u>, you are assigned to read the following:</p> <ol style="list-style-type: none"> <li>1. Chapters 3 &amp; 4 of Koppelman (2011);</li> <li>2. Chapters 4 &amp; 5 of Jackson (2011);</li> <li>3. Begin the search for a peer reviewed journal article on one of the following subjects. Be prepared to review the article and to share copies or web links/addresses with your classmates in a roundtable discussion (see syllabus): (<b>Due Feb. 18<sup>th</sup></b>) <ul style="list-style-type: none"> <li>• Gifted education for high-poverty &amp;/or minority youth – Suggested works of Donna Ford;</li> <li>• Placement of minority males in special education classes;</li> <li>• Effects of grade retention on students;</li> <li>• High-performing urban high schools</li> <li>• Effects of teacher expectations on student performance</li> </ul> </li> </ol>		
<p><i>Race &amp; Class in Public Schools</i>, cont.;; Discussion and activities on readings</p>	<b>Monday, Feb. 4</b>	<b>Face-to-Face</b>
<p><b>INDEPENDENT GROUP &amp; PERSONAL WORK DAY</b> 5:30 – 6:15 - Book Review Group work for planning and preparation of Book Review; 6:15 - 7:45 - Community/School Observation planning 7:45 – 8:20 - Independent Library &amp; Lab work for article <b>Assignment:</b> <u>PRIOR TO THE NEXT CLASS MEETING</u>, you are assigned to read the following: <b>1. Write your reading reflection notes from the last assigned readings, discussions, and include your article in reflections. Record on the Reflection Journal Sheets.</b> Bring to next face-to-face class. <b>2. Chapters 5 and 6 (Koppelman)</b></p>	<b>Monday, Feb. 11</b>	<p><b>Face-to-Face</b></p> <ul style="list-style-type: none"> <li>• Book Review Group Planning;</li> <li>• Community Project Planning</li> </ul>
<p>Students-lead class session:</p> <ul style="list-style-type: none"> <li>• Roundtable sharing of articles</li> <li>• Sharing of the reflection notes</li> <li>• Discussion and Activities on chapter reading</li> <li>• Work in group for Book Review</li> </ul>	Monday, Feb. 18	<b>Face-to-Face</b> <b>Articles &amp; Journal Entries Due!</b>
<p><b>Book Reviews/Panel Presentations:</b> A White Teacher Talks About Race (Assigned Groups)</p>	Monday, Feb. 25	<b>Face-to-Face</b> <b>Book Reviews</b>
<p>Book Reviews/Panel Presentations, cont. <b>Assignment:</b> <u>PRIOR TO THE NEXT CLASS MEETING</u>, you are assigned to read the following: <b>1. Chapters 7 &amp; 8 (Koppelman);</b> <b>2. Chapters 6 &amp; 7 (Jackson);</b> <b>3. Work on Community/School Observation visits</b></p>	Monday, March 4	<b>Face-to-Face</b>
<b>March 11<sup>th</sup> – March 17<sup>th</sup></b>	<b>NO CLASS</b>	<b>SPRINGBREAK</b>
Chapters 7 and 8 – Activities and Discussions (Continue	Monday, March 18	



visits/observations); Discuss and review Jackson, Chapters 6&7 <b>Assignment:</b> <u>PRIOR TO THE NEXT CLASS MEETING</u> , you are assigned to read the following: Complete work and visits for Community/School Project		
Individual Community/School Building Visits and Data Reviews – ORAL PRESENTATIONS WITH SLIDES AND HANDOUTS. <b>Assignment:</b> <u>PRIOR TO THE NEXT CLASS MEETING</u> , you are assigned to read the following: 1. Chapters 9, 10 and 11 (Koppelman); 2. Chapter 8 (Jackson); 3. <i>Write your reading reflection notes from the last assigned readings, discussions, and include your article in reflections. Record on the Reflection Journal Sheets.</i> Bring to next face-to-face class.	Monday, March 25	<b>Face-to-Face Com/School Presentation Due!</b>
Lecture: Review of I-C-I in relationship to “speaking in a bold voice” – Jackson, 2011; Activities and Discussion Groups; Groups interact by responding to each others’ presentations Visit/Observation experiences and connect to readings. <b>Assignment:</b> <u>PRIOR TO THE NEXT CLASS MEETING</u> , you are assigned to read the following: 1. Chapters 12 & 13 (Koppelman); 2. Chapter 9 (Jackson)	Monday, April 1	<b>Face-to-Face Journal Entries Due!</b>
<b>ONLINE DISCUSSION BOARD -</b> Chapter readings - Live case study observation & discussion	Monday, April 8	<b>Online – Discussion Board Posting</b>
Activities and Discussion Groups on Case Study. <b>Assignment:</b> <u>PRIOR TO THE NEXT CLASS MEETING</u> , you are assigned to read the following: 1. Chapters 14 and 15 (Koppelman); 2. Chapter 10 & 11 (Jackson); 3. <i>Write your reading reflection notes from the last assigned readings, discussions, and include your article in reflections. Record on the Reflection Journal Sheets.</i> Bring to next face-to-face class.	Monday, April 15	<b>Face-to-Face</b>
Work Session: Writing lab, tutoring and assistance for Final <i>Written</i> Reports of <u>Individual</u> Community/School Building and Data. <b>Assignment:</b> <u>PRIOR TO THE NEXT CLASS MEETING</u> , you are assigned to read the following: Completion of Koppelman text and all other assignments!	Monday, April 22	<b>Face-to-Face Journal Entries Due!</b>
Course Summary: Final Written Reports Submitted	Monday, April 29	<b>Face-to-Face</b>
Final Examination —	Monday, May 6	

## Teacher Education & Administration Departmental Policy Statements

### ACCOMMODATION & ACCESS

The Department of Teacher Education & Administration is committed to full academic access for all qualified students, including those with disabilities. In keeping with this commitment and in order to facilitate equality of educational access, faculty members in the department will make reasonable accommodations for qualified students with a disability, such as appropriate adjustments to the classroom environment and the teaching, testing, or learning methodologies when doing so does not fundamentally alter the course.

If you have a disability, it is your responsibility to obtain verifying information from the Office of Disability Accommodation (ODA) and to inform me of your need for an accommodation. Requests for accommodation must be given to me no later than the first week of classes for students registered with the ODA as of the beginning of the current semester. If you register with the ODA after the first week of classes, your accommodation requests will be considered after this deadline.

Grades assigned before an accommodation is provided will not be changed. Information about how to obtain academic accommodations can be found in UNT Policy 18.1.14, at [www.unt.edu/oda](http://www.unt.edu/oda), and by visiting the ODA in Room 321 of the University Union. You also may call the ODA at 940.565.4323.

The College of Education does not discriminate on the basis of disability in the recruitment and employment of faculty and staff, the operation of any of its programs and activities, as specified by federal laws and regulations. Copies of the College of Education ADA Compliance Document are available in the Dean's Office, Matthews Hall 214. Dr. James Laney is the contact person for the Department of Teacher Education and Administration.

### CHEATING AND PLAGIARISM POLICY

The UNT Code of Student Conduct and Discipline provides penalties for misconduct by students, including academic dishonesty. Academic dishonesty includes cheating and plagiarism. The term "cheating" includes, but is not limited to, (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; and (3) the acquisition, without permission, of tests or academic material belonging to a faculty or staff member of the university. The term "plagiarism" includes, but is not limited to, the use of the published or unpublished work of another person, by paraphrase or direct quotation, without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. If a student engages in academic dishonesty related to this class, the student will receive a failing grade on the test or assignment and a failing grade in the course. In addition, the case will be referred to the Dean of Students for appropriate disciplinary action.

### COLLECTION OF STUDENT WORK SAMPLES POLICY

In order to monitor students' achievement and improve its instructional programs, the Department of Teacher Education and Administration collects random, anonymous student work samples to be analyzed by internal and external reviewers.

#### EAGLE CONNECT

All students should activate and regularly check their Eagle Connect (e-mail) account. Eagle Connect is used for official communication from the University to students. Many important announcements for the University and College are sent to students via Eagle Connect. For information about Eagle Connect, including how to activate an account and how to have Eagle Connect forwarded to another e-mail address, visit <http://eagleconnect.unt.edu/>.

#### ETHICAL BEHAVIOR AND CODE OF ETHICS

The Teacher Education & Administration Department expects that its students will abide by the Code of Ethics and Standard Practices for Texas Educators (Chapter 247 of the Texas Administrative Code [www.sbec.state.tx.us](http://www.sbec.state.tx.us)) and as outlined in Domain IV: Fulfilling Professional Roles and Responsibilities of the Pedagogy and Professional Responsibilities (PPR) Texas Examination of Educator Standards (TExES); and as also addressed in codes of ethics adopted by professionals in the education field such as the National Education Association (NEA) and the American Federation of Teachers (AFT).

#### NATIONAL COUNCIL FOR THE ACCREDITATION OF TEACHER EDUCATION (NCATE)

UNT is an NCATE-accredited institution. The educator as an agent of engaged learning” summarizes the conceptual framework of UNT’s basic and advanced programs. The program of educator preparation at UNT is based on the following key concepts: (1) content and curricular knowledge, (2) knowledge of teaching and assessment, (3) promotion of equity for all learners, (4) encouragement of diversity, (5) professional communication, and (6) engaged professional learning.

#### TECHNOLOGY INTEGRATION POLICY

The Elementary, Secondary, and Curriculum & Instruction program areas support technology integration to assist preservice and inservice teachers to design and implement curricular and instruction activities which infuse technology throughout the K-12 curriculum.

#### Students with Disabilities (ADA Compliance):

The University of North Texas Dallas faculty is committed to complying with the Americans with Disabilities Act (ADA). Students' with documented disabilities are responsible for informing faculty of their needs for reasonable accommodations and providing written authorized documentation. For more information, you may visit the Office of Disability Accommodation/Student Development Office, Suite 115 or call Laura Smith at 972-780-3632.

#### Student Evaluation of Teaching Effectiveness Policy:

The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from

students, as I work to continually to improve my teaching. I consider the SETE to be an important part of your participation in this class.

Assignment Policy: Included in Syllabus

Exam Policy:

Exams should be taken as scheduled. No makeup examinations will be allowed except for documented emergencies (See Student Handbook).

Academic Integrity:

Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of conduct and Academic Dishonesty policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Conduct at [http://www.unt.edu/csrr/student\\_conduct/index.html](http://www.unt.edu/csrr/student_conduct/index.html) for complete provisions of this code. Grade of Incomplete "I" will be discussed in class.

Bad Weather Policy:

On those days that present severe weather and driving conditions, a decision may be made to close the campus. In case of inclement weather, call UNT Dallas Campuses main voicemail number (972) 780-3600 or search postings on the campus website [www.unt.edu/dallas](http://www.unt.edu/dallas). Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.

Attendance and Participation Policy:

The University attendance policy is in effect for this course. Class attendance and participation is expected because the class is designed as a shared learning experience and because essential information not in the textbook for students to make-up or to receive credit for missed classes.

Attendance and participation in all class meetings is essential to the integration of course material and your ability to demonstrate proficiency. Students are responsible to notify the instructor if they are missing class and for what reason. Students are also responsible to make up any work covered in class. It is recommended that each student coordinate with a student colleague to obtain a copy of the class notes, if they are absent.

Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Center for Student Rights and Responsibilities as the instructor deems appropriate.

Optional Policies:

- Use of Blackboard
- Use of Cell Phones, Laptops and Electronic Gadgets in the Classroom
- Food & Drink in the Classroom

## **REFLECTIVE JOURNAL ENTRY**

The purpose of the Reflective Journal:

- To encourage reflective practice and to critically consider your own learning;
- To integrate new ideas about how you understand how you learn and how others learn; and,
- To reflect on how this knowledge about learning influences how you and others may lead.

Reflective Journal Entries indicate to the professor that you:

- 1) Have read and understood the material;
- 2) Are able to compare and contrast the ideas of the multiple authors' ideas;
- 3) Have reflected on class activities and their relationship to each reading; and,
- 4) Have reflected on your own assumptions and interpretations and are able to articulate how this may influence your leading and learning.

**Each reflection entries have THREE SECTIONS. ALL PAPERS MUST INCLUDE AND USE THE FOLLOWING SECTION HEADINGS:**

- **Reaction to Content** – In this section, you reflect on the authors' viewpoints surrounding pertinent thoughts and ideas. Use critical thought to write this section.
- **Reflection and Implications** – In this section, write about how the readings, lectures, activities, and your leadership experience relate to the readings.
  1. How did I learn?
  2. How might this knowledge impact teachers, schools, community, higher education, and society?
- **Personal Reflection and Application** – In this section, you should write about **how you feel about the readings.**
  1. How did I (or might I) apply what I learned?
  2. How will my practice change based upon what I learned?

**General Guidelines for Reflective Journals**

1. Please type your name, date, and assigned readings that are being discussed in the right hand corner of your Reflection Journal paper. For example, February 18<sup>th</sup> Reflective Journal Entry.
2. The Reflective papers may be **submitted via electronic email or presented to the professor no later than 5:30 ON THE DUE DATE!**

The attached Entry may be used:

## Individual Reflective Journal Entry

**Student Name:**

**Assigned Readings:**

**Date Due:**

**Section 1: Reaction to Content** - *Thoroughly compared and contrasted authors against pertinent themes; Used authors to discuss pertinent themes; Used class activities, lectures, and/or discussions to react to themes and pertinent sub-themes.*

**Section 2: Reflection and Implications** - *Wrote about how the readings, lectures, activities, and your leadership experience relate to the themes; Discussed - How did I learn? How might this knowledge impact teachers, schools, community, higher education, and society? Discussion included implications for your leadership and the leadership of your organization.*

**Section 3: Personal Reflection and Application** - *Clearly critically reflects on own assumptions and biases as related to the readings and assignments; Offers practice oriented solutions to alleviate issues related to the readings and assignments; and, discussion includes how did you (or might you) apply what you learned; and, how will your practice change based upon what you learned?*

I approve for my entry to be used for research purposes. I understand that protection of my identity will be used and all ethical considerations protecting me from any unforeseeable risk or damage will be enforced by this professor.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

### Review for Book/Chapter Discussions

**Book/Chapter:** \_\_\_\_\_ **Group Members:** \_\_\_\_\_

<b>PRESENTATION SKILLS &amp; DELIVERY</b>	<b>NOTES/COMMENTS/RECOMMENDATIONS</b>	<b>Possible Points</b>	<b>Earned Points</b>
<b>Engagement, Preparation &amp; Deliver</b> <ul style="list-style-type: none"> <li>• PowerPoint / Visual presentation and/or illustrations and handouts</li> <li>• Attractive, engaging &amp; appropriately aligned activities and discussion</li> <li>• Rich integration of readings and advanced connections to activities, practice, and research.</li> </ul>		<b>60 Pts.</b>	
<b>Oral Presentation</b> <ul style="list-style-type: none"> <li>• Does not exceed timeline</li> <li>• Appropriate Grammar &amp; Diction</li> <li>• Demonstrates appropriate use of vocabulary (<u>Terms and Definitions</u> from <i>Human Differences</i> text highly encouraged and rewarded).</li> <li>• Balanced Group Participation</li> <li>• Focuses strategic questions to be answered.</li> </ul>		<b>40 Pts.</b>	
	<b>Notes/Comments:</b>	<b>TOTAL</b>	